

## **PART IV: LEVEL I TEACHING LICENSURE PORTFOLIO**

### **Introduction**

In many states, educator testing has become a commonly used strategy to determine the knowledge of licensure candidates. Vermont, one of the few states that did not use educator licensure testing, has recently approved rules requiring passing scores on basic skills and content knowledge tests for licensure by the year 2000 and 2001, respectfully. Despite the growing popularity of educator testing, there is little evidence to indicate that passing a paper and pencil test is sufficient for identifying a competent and caring educator. The art and science of teaching is too complex to lend itself to such simple solutions.

Performance assessment tied to educator standards can provide more complete information than educator testing since it allows for the examination of the act of teaching. Portfolio is one type of performance assessment that enables teachers to demonstrate their effectiveness. When coupled with reflection, portfolios not only serve as assessment tools, they can also promote professional development.

More than ten years ago, before “portfolio” and “educator preparation” became part of a common vernacular, Vermont educators and policy makers saw the value of requiring candidates for licensure to demonstrate their knowledge and skills by purposefully documenting their evolution as educators, and reflecting upon their practice. The value of portfolio assessment continues to be valued and codified in Vermont’s regulations.<sup>6</sup> Section 5911.2 of the Program Approval regulations state, “An Individual Student Portfolio shall be maintained by the student and shall contain appropriate and sufficient documentation of an individual’s competence and growth as a beginning educator including meeting all requirements for licensure.” (p. 46)

Part IV describes the components of the *Level I Teaching Licensure Portfolio*, a teaching portfolio system that the Vermont Standards Board for Professional Educators (VSBPE) has adopted as the *basic elements* of the “Individual Student Portfolio” cited in regulation. In this document, this portfolio system is referred to as a “licensure portfolio” or “candidate portfolio.”

### **Development of the Licensure Portfolio**

As described in greater detail in Part I of this document (refer to pages 7-9), the Portfolio Design Team first established goals to guide the development of a statewide initial licensure portfolio. These are as follows:

- “Ensure that all licensure candidates are evaluated according to the same standards of knowledge and performance” (INTASC, 1995, p.9).
- Design a portfolio structure that provides a common architecture for performance tasks but has enough flexibility so that it can be incorporated into a program’s existing portfolio structure.

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<sup>6</sup> *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals (August 1998)*  
Vermont’s Results Oriented Program Approval Process – Revised (ROPA-R)

- Align the licensure portfolio tasks with the *Five Standards for Vermont Educators*, the *Principles*, the endorsement competencies, and *Vermont's Framework of Standards and Learning Opportunities* in a manner that results in greater quality of evidence rather than an increased quantity of evidence.
- Ensure reliability across licensure portfolio assessments by establishing clear performance standards, utilizing a common set of scoring rubrics, and providing training for portfolio assessors.

Once the goals were articulated, the Portfolio Design Team worked to accomplish these goals by drawing upon the experiences Vermont educators have had in constructing professional portfolios (for initial licensure and re-licensure) and upon national models and examples. First the Design Team surveyed all Vermont educator preparation programs to gather information on their current portfolio structures, processes, and assessment criteria. Simultaneously, the Portfolio Design Team researched licensure portfolio systems in other states such as Connecticut's *Beginning Educator Support and Training (BEST) Program*, Rhode Island's Portfolio Tasks, and the *California Formative Assessment and Support System for Teachers (CFASST)*. The National Board for Professional Teaching Standards (NBPTS) portfolio process and the INTASC portfolio assessment structure also informed the discussions.

The structure of the resulting portfolio system, entitled, "Vermont's Level I Teaching Licensure Portfolio," reflects national trends and best practices. However, the content of Vermont's initial licensure portfolio is unique since it is based on Vermont's goals and priorities for beginning teachers and preK-12 students.

### ***Underlying Assumptions***

The Portfolio Design Team made several key assumptions when developing the *Level I Teaching Licensure Portfolio* (Candidate Portfolio). These are as follows:

- The *Principles for Vermont Educators* (often referred to as the "16 Principles") are imbedded within the *Five Standards for Vermont Educators*. Hence, when a candidate addresses one of the principles, he/she is simultaneously addressing one of the *Five Standards*.
- Candidates must demonstrate their strength in the content knowledge and pedagogy of the endorsement(s) they seek through each of the six entries.
- The Candidate Portfolio is not intended to supplant a program's portfolio system; it is expected that programs will incorporate the entries and scoring rubrics of the Candidate Portfolio into their current portfolio system.
- It is assumed that programs will perceive constructing the Candidate Portfolio as a developmental process and formative evaluation until the point in time when the program must decide whether to recommend a candidate for licensure or not. In the formative phase of this process, it is expected that candidates will be given constructive feedback on drafts and have the opportunity to re-write sections that do not achieve a "meets standards" rating.

## ***Description of the Level I Teaching Licensure Portfolio***

The Level I Teaching Licensure Portfolio consists of six entries.

*Entry 1 – Teaching Episodes*

*Entry 2 – Understanding Student Learning and Modifying Instruction*

*Entry 3 – Accommodating Students Identified as Having Special Needs*

*Entry 4 – Teaching Over Time*

*Entry 5 – Collegueship and Advocacy*

*Entry 6 – Self-Reflection and Vision*

These six entries are explicitly aligned with the *Five Standards for Vermont Educators* and the *Principles for Vermont Educators*. They provide all candidates seeking licensure as teachers the opportunity to demonstrate their knowledge, skills, and dispositions. The Portfolio Design Team decided to develop a generic teaching portfolio rather than a discipline-based or endorsement-specific portfolio, as is the case in Connecticut's BEST Program and in the NBPTS portfolio for National Board Certification. Candidates are expected to demonstrate their specific content knowledge and content pedagogy through the in-depth teaching episodes they include and the topics they select for the "teaching over time" entry.

An overview of the *Level I Teaching Licensure Portfolio*, presented in chart form, can be found on the next three pages.

## Overview of Vermont's Level I Teaching Licensure Portfolio

<i>Entry</i>	<i>Purpose</i>	<i>Essential Elements</i>	<i>Suggested Evidence/ Documentation</i>	<i>Standards/ Principles Addressed</i>
<b>1. Teaching Episodes</b>	<b><i>For the licensure candidate to demonstrate the ability to plan and teach two in-depth, standards* based, focused lessons in the endorsement sought.</i></b>	<ul style="list-style-type: none"> <li>- Description of context</li> <li>- Two lesson plans based on <i>Vermont's Framework of Standards</i></li> <li>- Samples and analyses of student work</li> <li>- Reflection on student learning and effectiveness of instruction with references to best practice</li> <li>- Reflection on how these teaching episodes show the candidate's strength in the endorsement(s) sought</li> </ul>	<ul style="list-style-type: none"> <li>- Videotape of teaching in preK-12 classroom including examples of student work</li> <li>- Audio-tape and/or transcript of teaching including examples of student work</li> <li>- Response to candidate's teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor) including samples of student work</li> </ul>	<p><i>Standard I – Learning:</i> Principle 1</p> <p><i>Standard II – Professional Knowledge:</i> Principles 3, 4, 6, 9</p> <p><i>Standard V – Accountability:</i> Principles 14, 15</p>

<i>Entry</i>	<i>Purpose</i>	<i>Essential Elements</i>	<i>Suggested Evidence/ Documentation</i>	<i>Standards/ Principles Addressed</i>
<b>2. Understanding Student Learning and Modifying Instruction</b>	<i>For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students' learning and engagement within the context of the class.</i>	<ul style="list-style-type: none"> <li>- Description of context in content area(s)</li> <li>- Rationale for selection of two students that representing a cross- section of the class for this content area(s).</li> <li>- Rationale for selection that demonstrates knowledge of child or adolescent development and clarifies the varied needs of these students within the context of the class</li> <li>- Recommendations for modifying instruction within the context of the classroom based on the ongoing collection of information on the two students.</li> <li>- Examples of various assessments used to shape instructional strategies to allow opportunities for student learning and engagement.</li> <li>- Reflection on student learning and engagement that occurred in this experience and a plan for how to grow professionally and to improve one's practice in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of two students over time in a particular content area(s).</li> <li>- Evidence can come from several sources, such as: <ul style="list-style-type: none"> <li>*Summary of assessments used</li> <li>*Descriptions of instructional strategies implemented and samples of student work</li> <li>*Field-based case studies with supporting student work</li> <li>*Field-based student portfolios</li> </ul> </li> </ul>	<p><i>Standard II – Professional Knowledge: Principles 2, 3, 5, 6, 7, 8</i></p> <p><i>Standard V – Accountability : Principles 14, 15, 16</i></p>

<i>Entry</i>	<i>Purpose</i>	<i>Essential Elements</i>	<i>Suggested Evidence/ Documentation</i>	<i>Standards/ Principles Addressed</i>
<b>3. Accommodating Students Identified as Having Special Needs</b>	<i>For the licensure candidate to demonstrate the ability to plan and implement accommodations for a student identified as having special needs, including those identified as being at risk.</i>	<ul style="list-style-type: none"> <li>- Description of context</li> <li>- Summary and analysis of need based on student's IEP, 504, or 157 or EST Plans</li> <li>- Written plan for a specific accommodation with supporting documents</li> <li>- Verification of collaboration with "case manager" and/or special services personnel</li> <li>- Analysis and reflection of the implementation of the planned accommodation</li> <li>- Reflection on what has been learned about making accommodations in the future for students identified as having special needs</li> </ul>	<ul style="list-style-type: none"> <li>- A plan, implementation and analysis of a specific accommodation for one student with special needs described in relation to special education law</li> <li>- Supporting documents and verification of collaboration with a case manager and/or special services personnel</li> </ul>	<p><i>Standard II – Professional Knowledge:</i> Principles 2, 3, 4, 6, 7, 8</p> <p><i>Standard III – Collegueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability</i> Principle 14</p>
<b>4. Teaching Over Time</b>	<i>For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.</i>	<ul style="list-style-type: none"> <li>- Description of context</li> <li>- Rationale or purpose for unit or series of lessons</li> <li>- Overview of unit or series of lessons</li> <li>- Cross-section or representation of standards-based lesson plans that evidence the candidate's content knowledge and skills in the endorsement area, and reflect the sequence or connections for students to meet the expectations of the content</li> <li>- Evidence of developmentally appropriate, scaffolded activities that include appropriate use of technology</li> <li>- Evidence of a variety of instructional methods, and differentiated instruction</li> <li>- Student assessments which are varied and standards*-based</li> <li>- Evidence of promotion of a classroom climate that encourages respect, positive social interaction, and personal health and safety</li> <li>- Evaluation of effectiveness of teaching on student learning</li> <li>- Reflection on ability to plan, implement and evaluate instruction to inform future planning</li> </ul>	<ul style="list-style-type: none"> <li>- Unit plan of study in endorsement area(s) sought including a cross-section or representative sample of lessons, samples of student work, and evidence of student learning</li> <li>- Connected series of lessons, scaffolded activities, and samples of student work that capture the essence of student learning</li> <li>- Response to candidate's teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor)</li> </ul>	<p><i>Standard I – Learning:</i> Principle 1</p> <p><i>Standard II – Professional Knowledge:</i> Principles 2, 3, 4, 5, 6, 7, 8, 9</p> <p><i>Standard V – Accountability:</i> Principles 14, 15, 16</p>

<i>Entry</i>	<i>Purpose</i>	<i>Essential Elements</i>	<i>Suggested Evidence/Documentation</i>	<i>Standards/Principles Addressed</i>
<b>5. Colleague-ship and Advocacy</b>	<i>For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.</i>	<ul style="list-style-type: none"> <li>- Description of context (These experiences can come from inside and outside the school, e.g., teaming within the school, camp counselor)</li> <li>- Documentation, description and analysis of working as a team member and/or advocate for students and families</li> <li>- Documentation, description and analysis of classes, workshops or other activities in substance abuse prevention, classroom management, or school violence</li> <li>- Reflection on the relationship among his/her roles as an educator, as an educational team member, and as an advocate for students and families</li> </ul>	<ul style="list-style-type: none"> <li>- Letters of support or verification forms from supervisors, cooperating teacher(s), principals(s), and/or outside agencies related to candidate's collegueship and advocacy activities</li> <li>- Examples of collaboration in the school, community, and/or professional organizations</li> <li>- Examples of involvement in activities related to advocating for students and families</li> <li>- Communication contact log, class/school newsletter</li> <li>- Proof of participation in classes, workshops, or other activities related to substance abuse prevention, classroom management, and/or school violence</li> </ul>	<p><i>Standard II – Professional Knowledge:</i> Principle 5</p> <p><i>Standard III – Colleagueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability :</i> Principles 14</p>
<b>6. Self-Reflection and Vision</b>	<i>For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator</i>	<ul style="list-style-type: none"> <li>- Synthesis of portfolio entries identifying professional strengths and areas for growth</li> <li>- Reflection on one's practice that is based on data, theory and one's understanding of human development, and is connected to one's philosophy of teaching and learning</li> <li>- Vision for one's growth as an educator</li> <li>- Goals for strengthening one's content knowledge, pedagogy, and skills in the endorsement area(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Reflective essay</li> <li>- Statement of professional goals</li> </ul>	<p><i>Standard I Learning</i> Principle 1</p> <p><i>Standard V – Accountability :</i> Principle 14</p>

## **Incorporating the Licensure Portfolio into the Candidate Assessment System**

The licensure portfolio is a flexible structure that can be incorporated into programs' current portfolio systems or used as an independent portfolio system. It is up to the program to make the decision as to use the licensure portfolio entries.

The licensure portfolio entries are *minimum requirements*. These tasks **must be included** in all teaching candidates' licensure portfolios and **assessed according to the scoring rubrics provided**. However, institutions and programs are encouraged to add additional entries and documentation that candidates would need to provide to support the program's theme and its unique characteristics, priorities, and philosophy. In addition, programs may choose to add entries that will provide candidates with additional opportunities to demonstrate their content knowledge, pedagogical knowledge and skills, and dispositions.

There are no specific guidelines as to *how* programs should incorporate the licensure portfolio into their existing candidate assessment system since the exact nature of that system will vary from program to program. The VSBPE recognizes that this process is developmental and a great deal of discussion, experimentation, and sharing information across programs will be needed. The VSBPE is committed to providing programs any assistance they will need to succeed.

### ***Initial Experiences***

During the 2000-2001 academic year, three members of the Portfolio Design Team – Joyce Cunningham from Castleton State College, Jim Mosenthal from the University of Vermont, and Joan Fingon from Green Mountain College – began piloting several of the licensure portfolio entries with student teachers and some juniors in their undergraduate teacher preparation programs. These pilots were conducted for both the fall 2000 and the spring 2001 semesters. Preliminary results of these pilots indicate that overall, candidates' experiences have been favorable, although students report that completing the entries is challenging. It also has become apparent that relying solely on the directions provided on the charts is not sufficient; candidates needed more specific guidance. At this time, feedback on using the scoring rubrics has not been received.

## **Guidelines for Constructing the Level I Licensure Portfolio Entries**

This section is designed to provide specific guidelines for completing each of the six entries that comprise the Level I Licensure Teaching Portfolio. A chart that includes the following information is provided for each portfolio entry:

- (a) purpose*
- (b) standards and principles addressed*
- (c) essential elements*
- (d) suggested evidence/documentation*
- (e) guiding questions*



The ***purpose*** provides a clear focus for each entry. Each entry is explicitly aligned with the *Five Standards and Principles for Vermont Educators*; the specific standards and principles targeted in an entry appear the ***standards and principles addressed*** column. The ***essential elements*** are requirements for the candidate portfolio entry while the ***evidence/documentation*** column identifies suggested artifacts (i.e., preparation programs may have other appropriate artifacts). The ***guiding questions*** refer to specific principles that are addressed in that entry. The questions can serve as prompts the candidate may find helpful to can when completing the entry.

### **Rubrics for Scoring Portfolio Entries**

All programs are required to use the scoring rubrics provided for each entry when assessing their teaching candidates' portfolios. The rubrics are based upon criteria derived from the essential elements, the guiding questions, and the Principles. There are four assessment ratings for each criterion: no evidence, emergent, approaching standard, and meets standard. A "pass" on the criterion for each entry is a rating of "meets standards." **In order to achieve a "pass" on the candidate licensure portfolio, a candidate needs to achieve ratings of "pass" on all six entries.** Please note that it is strongly recommended that the program provide candidates the opportunity to submit draft entries for feedback and re-writes as needed until the final portfolio assessment is due.

Since the candidate licensure portfolio is a professional portfolio, the quality of the writing and reflection should be at a "professional" level. Inherent within the "meets standards" rating is the requirement that the candidate uses appropriate grammar, usage, mechanics, and spelling throughout the portfolio. Also, in order to qualify for the "meets standard" rating, it is expected that the candidate demonstrates the ability to reflect meaningfully on his/her students' learning and to use that knowledge to inform his/her growth as a teacher.

When the program assesses these six licensure portfolio entries, two or more trained assessors from the institution or program should independently review the evidence the candidate provides and determine which level best describes the candidate's performance on each criterion. The assessors reviewing the candidate's portfolio should then meet to determine the level of agreement of their independent assessments and resolve any areas of disagreement.

The program should encourage faculty and candidates to use the rubrics in the on-going assessment of drafts of the licensure portfolio. Doing so with provide specific feedback and foster the candidate's self-assessment. Additionally, some candidates prefer to use the rubrics rather than the guiding questions when constructing responses to the Candidate Portfolio entries.

## ***Entry 1 – Teaching Episodes***

***Purpose: For the licensure candidate to demonstrate the ability to plan and teach two in-depth standards\* based, focused lessons in the endorsement sought.***

<b><i>Standards/Principles Addressed</i></b>	<b><i>Essential Elements</i></b>	<b><i>Suggested Evidence/Documentation</i></b>	<b><i>Guiding Questions</i></b>
1. <i>Standard I – Learning:</i> 2. Principle 1  3. <i>Standard II – Professional Knowledge:</i> 4. Principles 3, 4, 6, 9  5. <i>Standard V – Accountability:</i> 6. Principles 14, 15	<ul style="list-style-type: none"> <li>- Description of context</li> <li>- Two lesson plans based on <i>Vermont’s Framework of Standards</i></li> <li>- Samples and analysis of student work</li> <li>- Reflection on student learning and effectiveness of instruction with references to best practice</li> <li>7. - Reflection on how these teaching episodes show the candidate’s strength in the endorsement(s) sought</li> </ul>	<ul style="list-style-type: none"> <li>- Videotape of teaching in a preK-12 classroom including examples of student work</li> <li>- Audio-tape and/or transcript of teaching including examples of student work</li> <li>- Response to candidate’s teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor) including samples of student work</li> </ul>	1. What evidence demonstrates the candidate’s pedagogical content knowledge and skills in the area(s) of the endorsement? (Principle 1)  2. How does the candidate respond to individual/group differences? (Principle 3)  3. What instructional strategies does the candidate use? (Principle 4)  4. How does the candidate implement, adapt, revise or create curriculum based on standards, current knowledge, and student needs and interests? (Principle 6)  5. What evidence indicates appropriate use of current technologies? (Principle 9)  6. How does the candidate assess student progress in relation to standards? (Principle 15)  7. How does the candidate use student assessment results to plan and modify instruction to improve student learning? (Principle 15)  8. From completing this entry, what has the candidate learned about his/her strengths in using a variety of approaches to improve professional practice and student learning? (Principle 14)

*\*Vermont’s Framework of Standards and Learning Opportunities*

<b>Scoring Rubrics: <i>Entry 1 – Teaching Episodes</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Standard</i></b>	<b><i>Meets Standard</i></b>
<b><i>Standard I - Learning: Principle 1</i></b>	There is no evidence that the candidate plans two standards-based lessons in the content area(s) in which he/she is seeking an endorsement.	There is evidence that the candidate plans two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. However, the lessons do not show that the candidate has sufficient content knowledge. The candidate attempts to align standards, instructional strategies and assessment in order to provide students the opportunity to meet or exceed the standards addressed.	There is evidence that the candidate plans two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. The lessons reflect that the candidate has sufficient content knowledge. Both lessons have goals/objectives, instructional strategies and assessments that are aligned in order to provide students the opportunity to consistently meet or exceed the standards addressed. However, one or both of the lessons are not effectively implemented.	There is evidence that the candidate plans and implements two standards-based lessons in the content area(s) in which he/she is seeking an endorsement. The lessons reflect that the candidate has sufficient content knowledge. Both lessons have goals/objectives, instructional strategies and assessments that are aligned in order to provide students the opportunity to consistently meet or exceed the standards addressed.
<b><i>Standard II – Professional Knowledge: Principles 4, 9</i></b>	The candidate does not use a variety of instructional strategies to provide opportunities for students to meet or exceed the standards addressed, nor does he/she attempt to incorporate the technology.	There is evidence the candidate attempts to use a variety of instructional strategies and attempts to incorporate the appropriate use of technology. However, these strategies do not provide adequate opportunities for students to meet or exceed the standards addressed.	There is evidence the candidate uses a limited set of instructional strategies in both lessons to provide opportunities for students to meet or exceed the standards addressed, and of incorporating appropriate digital or material technologies that support instruction and/or assessment.	There is evidence the candidate uses a variety of instructional strategies to provide opportunities for students to meet or exceed the standards. Both lessons show evidence of incorporating appropriate digital or material technologies that support instruction and/or assessment.
<b><i>Standard II – Professional Knowledge: Principle 6, 3</i></b>	There is no evidence that the candidate has made any attempt to adapt, revise, or create curriculum, materials, or activities that would make the content more accessible to all students.	There is evidence the candidate attempts to make adaptations to the curriculum, materials, or activities that would make the content more accessible to all students; however, these efforts are inappropriate or incomplete. No rationale is provided.	There is some evidence that the candidate adapts, revises, and/or creates curriculum based on knowledge of content, the standards, and students' needs and interests. However, the candidate provides an inadequate rationale for adaptations that were made.	There is evidence that the candidate adapts, revises, and/or creates curriculum based on knowledge of content, the standards, and students' needs and interests. The candidate provides the rationale for why these adaptations of materials and activities were necessary in order to make the content accessible to all students.

<b>Scoring Rubrics: <i>Entry 1 – Teaching Episodes</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Standard</i></b>	<b><i>Meets Standard</i></b>
<i>Standard V – Accountability: Principles 14, 15</i>	There is no evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning.	There is limited evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. No rationale is provided.	There is evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. However, the candidate provides an inadequate rationale for why the modifications were made.	There is evidence that the candidate assesses student progress and modifies plans and instruction to improve student learning. The candidate provides an adequate rationale for why the modifications were made.

**NOTE:** “Standards” refers to *Vermont’s Framework of Standards and Learning Opportunities*

<b>Entry 2– Understanding Student Learning and Modifying Instruction</b>			
<b>Purpose: For the licensure candidate to demonstrate the ability to use knowledge of human development and various assessments to shape instructional strategies and to allow opportunities for all students’ learning and engagement within the context of the class.</b>			
<b>Standards/Principles Addressed</b>	<b>Essential Elements</b>	<b>Suggested Evidence/Documentation</b>	<b>Guiding Questions</b>
<p><i>Standard II – Professional Knowledge:</i> Principles 2, 3, 5, 6, 7, 8</p> <p><i>Standard V – Accountability:</i> Principles 14, 15, 16</p>	<ul style="list-style-type: none"> <li>- Description of context in content area(s)</li> <li>- Rationale for selection of two students that represent a cross-section of the class for this content area(s).</li> <li>- Rationale for selection that demonstrates knowledge of child or adolescent development and clarifies the varied needs of these students within the context of the class</li> <li>- Recommendations for modifying instruction within the context of the classroom based on the ongoing collection of information on the two students.</li> <li>- Examples of various assessments used to shape instructional strategies to allow opportunities for student learning and engagement.</li> <li>- Reflection on student learning and engagement that occurred in this experience and a plan for how to grow professionally and to improve one’s practice in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of two students over time in a particular content area(s).</li> <li>- Evidence can come from several sources, such as: <ul style="list-style-type: none"> <li>*Summary of assessments used</li> <li>*Descriptions of instructional strategies implemented and samples of student work</li> <li>*Field-based case studies with supporting student work</li> <li>*Field-based student portfolios</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Does the candidate include descriptions of assessments, work samples, and the rationale for these assessments for these two students over time? (Principles 2, 7)</li> <li>2. How does the candidate demonstrate knowledge of human development that is appropriate for meeting the varied needs of these two students within the context of the class? (Principles 2, 3, 7)</li> <li>3. What information or resources does the candidate use to plan the assessments and strategies for these two students? (Principles 6, 8)</li> <li>4. What is the candidate’s plan for modifying instruction for these two students? Is the plan based on an analysis of student performance data? (Principles 6, 15)</li> <li>5. How does the candidate demonstrate through these two students that he/she has the knowledge and ability to create a classroom climate that encourages respect, positive social interaction, and personal health and safety? (Principle 5)</li> <li>6. How does the candidate maintain useful records of student work and communicate student progress? (Principle 16)</li> <li>7. What is the candidate’s plan to grow professionally and to improve his/her practice in relation to the experience gained from using multiple assessments and strategies, and making instructional modifications to meet the varied needs of students within the context of the class? (Principle 14)</li> </ol>

<b>Scoring Rubrics: <i>Entry 2 – Understanding Student Learning and Modifying Instruction</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Standard</i></b>	<b><i>Meets Standard</i></b>
<i>Standard II – Professional Knowledge: Principle 2</i>	There is no evidence that the candidate understands how these two students learn and grow intellectually, physically, socially and emotionally. The plan for meeting their varied needs within the context of the class is either inappropriate or absent.	There is evidence that the candidate has a partial understanding of how these two students learn and grow intellectually, physically, socially and emotionally. The plan for meeting their varied needs within the context of the class is either inappropriate or absent.	There is evidence that the candidate understands how these two students learn and grow intellectually, physically, socially and emotionally, however, the plan for meeting their varied needs within the context of the class is limited.	There is evidence that the candidate understands how these two students learn and grow intellectually, physically, socially and emotionally. The plan for meeting their varied needs within the context of the class is appropriate.
<i>Standard II – Professional Knowledge: Principle 5</i>	There is no evidence that the candidate creates a classroom climate in which all students respect themselves and others. There is no evidence that the candidate engages students in positive social interactions directed at the goals of instruction, as demonstrated by these two students	The candidate attempts to create a classroom climate in which all students respect themselves and others; however, there is no evidence that the candidate engages students in positive social interactions directed at the goals of instruction, as demonstrated by these two students.	There is some evidence that the candidate creates a classroom climate in which all students respect themselves and others. The candidate attempts to engage students in positive social interactions directed at the goals of instruction, as demonstrated by these two students.	There is evidence that the candidate creates a classroom climate in which all students respect themselves and others. The candidate engages students in positive social interactions directed at the goals of instruction, as demonstrated by these two students.
<i>Standard II – Professional Knowledge: Principle 7</i> <i>Standard V – Accountability: Principle 15</i>	There is no evidence that the candidate attempts to use multiple and varied approaches to assess student progress in relation to standards, and to shape instructional strategies to improve student learning and engagement.	There is evidence the candidate attempts to use multiple and varied approaches to assess student progress in relation to standards, and attempts to shape instructional strategies to improve student learning and engagement.	There is evidence that the candidate uses a limited number of approaches to assess the students' progress in relation to standards, and to shape instructional strategies to improve student learning and engagement.	There is evidence that the candidate uses multiple and varied approaches to assess the students' progress in relation to standards, and to shape instructional strategies to improve the students' learning and engagement.

<b>Scoring Rubrics: <i>Entry 2 – Understanding Student Learning and Modifying Instruction</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Standard</i></b>	<b><i>Meets Standard</i></b>
<i>Standard II – Professional Knowledge:</i> Principle 8	The candidate does not use student performance data and other resources to modify instruction nor to improve his/her practice.	The candidate does not use student performance data, but makes an attempt to use other resources to modify instruction and improve his/her practice.	There is some evidence that the candidate uses student performance data and other resources to modify instruction and improve his/her practice.	There is clear evidence that the candidate uses student performance data and other resources to modify instruction and improve his/her practice.
<i>Standard II – Professional Knowledge:</i> Principles 3, 6	There is no evidence that the candidate creates equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. There is no evidence that the candidate adapts, revises or creates curriculum based on the particular needs and interests of students, the content knowledge, and standards.	There is evidence that the candidate attempts to create equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. The candidate shows attempts to adapt, revise or create curriculum based on the particular needs and interests of students, the content knowledge, and standards.	There is evidence that the candidate occasionally creates equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. The candidate shows some ability to adapt, revise or create curriculum based on the particular needs and interests of students, the content knowledge, and standards.	There is evidence that the candidate, over time, creates equitable instructional opportunities that are responsive to the needs of all students, as demonstrated by these two students within the context of the class. The candidate adapts, revises or creates curriculum based on the particular needs and interests of the students, the content knowledge, and standards.
<i>Standard V – Accountability:</i> Principle 16	There is no evidence that the candidate maintains useful records of student work and communicates student progress.	There is evidence that the candidate attempts to maintain useful records of student work, but does not communicate student progress.	There is evidence that the candidate maintains useful records of student work, but does not communicate student progress effectively.	There is evidence that the candidate maintains useful records of student work and is able to communicate student progress effectively.
<i>Standard V – Accountability:</i> Principle 14	There is no evidence that the candidate reflects on student learning and engagement, nor that he/she develops a plan for improving practice and growing professionally.	There is evidence that the candidate attempts to reflect on student learning and engagement, but does not develop a plan for improving practice and growing professionally.	There is evidence that the candidate reflects on student learning and engagement, but does not use that knowledge when developing a plan for growing professionally.	There is evidence that the candidate reflects on student learning and engagement, and uses that knowledge to develop a plan for improving his/her practice and growing professionally.

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<b>Entry 3 – Accommodating Students Identified as Having Special Needs</b>			
<b>Purpose: For the licensure candidate to demonstrate the ability to plan and implement accommodations for students identified as having special needs, including those identified as being at-risk.</b>			
<b>Standards/Principles Addressed</b>	<b>Essential Elements</b>	<b>Suggested Evidence/Documentation</b>	<b>Guiding Questions</b>
<p><i>Standard II – Professional Knowledge:</i> Principles 3, 4, 6, 8</p> <p><i>Standard III - Collegueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability:</i> Principle 14</p>	<ul style="list-style-type: none"> <li>- Description of context</li> <li>- Summary and analysis of need based on student’s IEP, 504, 157 Plan, or EST Plan</li> <li>- Written plan for a specific accommodation with supporting documents</li> <li>- Verification of collaboration with “case manager” and/or special services personnel</li> <li>- Analysis and reflection of the implementation of the planned accommodation</li> <li>- Reflection on what has been learned about making accommodations in the future for students identified as having special needs.</li> </ul>	<ul style="list-style-type: none"> <li>- A plan, implementation and analysis of a specific accommodation for one student with special needs described in relation to special education law</li> <li>- Supporting documents and verification of collaboration with a case manager and/or special services personnel</li> </ul>	<ol style="list-style-type: none"> <li>1. What evidence demonstrates the candidate’s knowledge of the legal rights of the student identified as having special needs? (Principle13)</li> <li>2. What evidence demonstrates the candidate’s ability to interpret the student’s special education plan in relation to making accommodations within the classroom setting? (Principle 13)</li> <li>3. What evidence demonstrates the candidate’s ability to collaborate with the case manager and/or appropriate special services personnel? (Principles 10, 11, 12)</li> <li>4. What evidence demonstrates the candidate’s ability to implement a classroom accommodation for the student? (Principles 3, 4, 6)</li> <li>5. What evidence demonstrates the candidate’s ability to use assessment data prior to planning and teaching a modification and to collect student performance data from the enacted lesson(s)? (Principle 8)</li> <li>6. What evidence demonstrates the candidate’s ability to reflect on how to improve one’s practice in the future in relation to the experience gained from this entry? (Principle 14)</li> </ol>



<b>Scoring Rubrics: <i>Entry 3 – Accommodating Students Identified as Having Special Needs</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Evidence</i></b>	<b><i>Meets Standard</i></b>
<b><i>Standard IV – Advocacy:</i></b> Principles 11, 12, 13	There is no evidence that the candidate understands special education laws, and no evidence that the candidate understands the relationship between the laws, student evaluation data, and resulting accommodations. There is no evidence that the candidate has attended meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being.	There is limited evidence that the candidate understands special education laws related to student rights. There is no evidence that the candidate understands the relationship between the laws, student evaluation data, and resulting accommodations.  There is limited evidence that the candidate has observed or participated in meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being.	There is evidence that the candidate understands special education laws related to student rights. However, there is limited evidence that the candidate understands the relationship between the laws, student evaluation data, and resulting accommodations made within the classroom setting. The candidate has observed or participated in meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being.	There is evidence that the candidate understands special education laws related to student rights. The candidate understands how students’ special education plans (IEP, 504 or 157) are developed, including the relationship of evaluation data to student goals and resulting accommodations made within the classroom setting. The candidate has observed or participated in meetings with colleagues, parents, and/or agencies that support the student’s learning and well-being.
<b><i>Standard II – Professional Knowledge:</i></b> Principles 3, 4, 6  <b><i>Standard III – Collegueship:</i></b> Principles 10  <b><i>Standard IV – Advocacy:</i></b> Principles 11, 12	There is no evidence that the candidate has participated in a collaborative process with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) to better understand how the student with special needs learns best. There is no evidence that the candidate can plan or implement equitable instructional activities for the student with identified special needs.	There is limited evidence that the candidate has collaborated with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) to better understand how the student with special needs learns best. There is limited evidence that the candidate can plan and/or implement equitable instructional activities for the student with identified special needs.	There is evidence that the candidate collaborates with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) in order to understand how the student with special needs learns best. However, there is limited evidence that the candidate uses the knowledge to plan and/or implement equitable instructional activities for the student. There is evidence that the candidate has participated in collaborations with systems of support outside the school.	There is evidence that the candidate collaborates with a case manager or special services personnel (e.g., ESL, IST or EST, Reading Recovery) in order to understand how the student with special needs learns best. There is evidence that the candidate uses that knowledge to plan and implement equitable instructional activities for the student. There is evidence that the candidate has participated in collaborations with systems of support outside the school.

<b>Scoring Rubrics: <i>Entry 3 – Accommodating Students Identified as Having Special Needs</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Evidence</i></b>	<b><i>Meets Standard</i></b>
<b><i>Standard II – Professional Knowledge: Principle 8</i></b>	There is no evidence that the candidate understands assessment data. There is no evidence the candidate uses data to plan and create modifications.	There is evidence that the candidate’s understanding and consideration of assessment data prior to planning and teaching a modification(s) for a student with special needs is limited. There is no evidence of the candidate’s ability to collect student performance data from the enacted lesson(s).	There is evidence that the candidate understands and considers assessment data prior to planning and teaching a modification(s) for a student with special needs. However, the candidate’s ability to collect student performance data from the enacted lesson(s) appears limited.	There is evidence that the candidate understands and considers assessment data prior to planning and teaching a modification(s) for a student with special needs, and collects student performance data from the enacted lesson(s).
<b><i>Standard V – Accountability: Principle 14</i></b>	There is no evidence that the candidate reflects on the process of working with students with special needs nor conceptualizes the instructional practices that may be necessary to work effectively with students having special needs in the future.	There is limited evidence that the candidate reflects on the process of working with students with special needs. There is no evidence that the candidate can conceptualize the instructional practices that may be necessary to work effectively with students having special needs in the future.	There is evidence that the candidate reflects on the process of working with students with special needs. However, there is little evidence that the candidate can conceptualize the instructional practices that may be necessary to work effectively with students having special needs in the future.	There is evidence that the candidate reflects on the process of working with students with special needs, and conceptualizes the instructional practices that may be necessary to work effectively with students having special needs in the future.

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<b>Entry 4– Teaching Over Time</b>			
<b>Purpose: For the licensure candidate to demonstrate the ability to plan, implement, and evaluate instruction over time; and to demonstrate competency in the endorsement area(s) sought.</b>			
<b>Standards/Principles Addressed</b>	<b>Essential Elements</b>	<b>Suggested Evidence/Documentation</b>	<b>Guiding Questions</b>
<p><i>Standard I – Learning:</i> Principle 1</p> <p><i>Standard II – Professional Knowledge:</i> Principles 3, 4, 5, 6, 7, 8, 9</p> <p><i>Standard V – Accountability:</i> Principles 14, 15, 16</p>	<ul style="list-style-type: none"> <li>- Description of context</li> <li>- Rationale or purpose for unit or series of lessons</li> <li>- Overview of unit or series of lessons</li> <li>- Cross-section or representation of standards-based lesson plans that evidence the candidate’s content knowledge and skills in the endorsement area, and reflect the sequence or connections for students to meet the expectations of the content</li> <li>- Evidence of developmentally appropriate, scaffolded activities that include appropriate use of technology.</li> <li>- Evidence of a variety of instructional methods, and differentiated instruction</li> <li>- Student assessments which are varied and standards-based</li> <li>- Evidence of promotion of a classroom climate that encourages respect, positive social interaction, and personal health and safety</li> <li>- Evaluation of effectiveness of teaching on student learning</li> <li>- Reflection on ability to plan, implement and evaluate instruction to inform future planning</li> </ul>	<ul style="list-style-type: none"> <li>- Unit Plan of Study in endorsement area(s) sought including a cross-section or representative sample of lessons, samples of student work, and evidence of student learning</li> <li>- Connected series of lessons, scaffolded activities, and samples of student work that capture the essence of student learning</li> <li>- Response to candidate’s teaching by another educator (e.g., cooperating teacher, colleague, principal, supervisor)</li> </ul>	<ol style="list-style-type: none"> <li>1. Where does the candidate explain the rationale and purpose for the unit or series of lessons? Is the rationale reasonable? (Principle 6)</li> <li>2. What evidence demonstrates the candidate’s knowledge and skills in the content area(s) of the endorsement being sought? (Principle 1)</li> <li>3. What evidence demonstrates the candidate’s ability to plan a sequential and coherent set of learning experiences that incorporate standards-based objectives in the content area(s) of the endorsement being sought? (Principles 4, 6)</li> <li>4. Has the candidate selected the most appropriate lessons that capture the essence of student learning? (Principle 4)</li> <li>5. What evidence demonstrates that the candidate can plan and implement varied instructional strategies based on best practices that are responsive to student differences? (Principles 3, 6)</li> <li>6. How does the candidate create a classroom climate that encourages respect, positive social interaction, and personal health and safety? (Principle 5)</li> <li>7. What evidence demonstrates the candidate’s ability to integrate current technologies into the unit or series of lessons in a way that is relevant to the objectives for the unit? (Principle 9)</li> <li>8. What evidence demonstrates the candidate’s ability to use multiple assessment strategies to monitor and evaluate students’ progress relative to the objectives of the unit or series of lessons? (Principles 7, 15)</li> <li>9. What evidence demonstrates the candidate’s ability to use information gathered from multiple assessment strategies to modify instruction in the unit or series of lessons? (Principles 7, 8, 15)</li> <li>10. What evidence demonstrates the candidate’s ability to maintain records of student work and performance, and to responsibly communicate this information to students? (Principle 16)</li> <li>11. From completing this entry, what has the candidate learned about his/her ability to plan, implement and evaluate instruction over time in the endorsement area(s)? (Principle 14)</li> </ol>

<b>Scoring Rubrics: <i>Entry 4 – Teaching Over Time</i></b>				
<i>Standards Principles</i>	<i>No Evidence</i>	<i>Emergent</i>	<i>Approaching Standards</i>	<i>Meets Standards</i>
<i>Standard I – Learning: Principle 1</i>	There is no evidence that the candidate teaches a unit or series of connected lessons in the content area of the endorsement he/she is seeking. The unit or series do not reflect that the candidate has sufficient content knowledge. No long term instructional goals/objectives that are standards based and aligned with activities and assessments are evidenced.	There is evidence that the candidate has attempted to teach a unit or series of connected lessons in the content area of the endorsement he/she is seeking. However, the unit or series do not reflect that the candidate has sufficient content knowledge. Long term instructional goals/objectives are presented, but these are not standards based and are not aligned with activities and assessments.	There is evidence that the candidate teaches a unit or series of connected lessons in the content area of the endorsement he/she is seeking. The unit or series reflect that the candidate has sufficient content knowledge. Long term instructional goals/objectives that are aligned with instructional activities are presented, however, these are not standards based and are not aligned with the assessments.	There is evidence that the candidate teaches a unit or series of connected lessons in the content area of the endorsement he/she is seeking. The unit or series reflect that the candidate has sufficient content knowledge. The long term instructional goals/objectives are standards based and aligned with the instructional activities and assessments used throughout the unit or series of connected lessons.
<i>Standard II – Professional Knowledge: Principle 5</i>	There is no evidence of the candidate protects students' personal health and safety while engaging them in instructional activities. There is no evidence the candidate creates a classroom climate in which students respect others and engage in positive social interactions.	There is limited evidence that the candidate protects students' personal health and safety while engaging them in instructional activities. In addition, there is limited evidence that the candidate creates a classroom climate in which students respect others and engage in positive social interactions.	There is some evidence that the candidate protects students' personal health and safety while engaging them in instructional activities. The candidate inconsistently creates a classroom climate in which students respect others and engage in positive social interactions.	There is evidence that the candidate protects students' personal health and safety while engaging them in instructional activities. The candidate creates a classroom climate in which students respect others and engage in positive social interactions.
<i>Standard II – Professional Knowledge: Principles 4, 9</i>	There is no evidence that the candidate plans and uses a scaffolded set of instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons. There is no evidence the candidate uses appropriate digital or material technologies to support instruction and/or assessment.	There is evidence the candidate plans instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons; however, these are not scaffolded. There is an attempt to incorporate digital or material technologies, but no evidence that they support instruction and/or assessment.	There is some evidence that the candidate plans and uses a scaffolded set of instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons. There is limited evidence that the candidate incorporates appropriate digital or material technologies that support instruction.	There is evidence that the candidate plans and uses a scaffolded set of instructional strategies to meet the goals/objectives/standards for the unit or connected series of lessons. There is evidence that the candidate incorporates appropriate digital or material technologies that support instruction and/or assessment.

<b>Scoring Rubrics: <i>Entry 4 – Teaching Over Time</i></b>				
<b><i>Standards Principles</i></b>	<b><i>No Evidence</i></b>	<b><i>Emergent</i></b>	<b><i>Approaching Standards</i></b>	<b><i>Meets Standards</i></b>
<b><i>Standard II – Professional Knowledge:</i></b> Principles 3, 6	There is no evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content, the standards, and student needs and interests. There is no evidence that the candidate attempts to create equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons.	There is evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content and standards. There is evidence that the candidate attempts to create equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons.	There is evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content, standards, and student needs and interests. There is limited evidence that the candidate creates equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons.	There is evidence that the candidate adapts, revises or creates curriculum based on knowledge of the content, standards, and student needs and interests. There is evidence that the candidate creates equitable learning opportunities to meet the needs of all students in the context of the unit or series of connected lessons.
<b><i>Standard II – Professional Knowledge:</i></b> Principles 7, 8  <b><i>Standard V – Accountability:</i></b> Principle 15	There is no evidence that the candidate assesses student progress in relation to standards and modifies plans and instruction to improve student learning. There is no evidence that the candidate uses multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons.	There is some evidence the candidate assesses student progress in relation to standards. There is evidence that the candidate attempts to use multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons.	There is some evidence the candidate assesses student progress in relation to standards and modifies plans and instruction to improve student learning. There is limited evidence that the candidate uses multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons.	There is evidence the candidate assesses student progress in relation to standards and modifies plans and instruction to improve student learning. There is evidence that the candidate uses multiple strategies to assess student growth and to analyze student performance data in order to modify subsequent lessons.
<b><i>Standard V – Accountability:</i></b> Principle 16	There is no evidence the candidate keeps track of student work and performance during the unit or series of lessons. There is no evidence that the candidate communicates students' level of progress to colleagues, administrators or parents.	There is some evidence the candidate keeps track of student work and performance during the unit or series of lessons. There is no evidence that the candidate communicates students' level of progress to colleagues, administrators or parents.	There is evidence the candidate keeps track of student work and performance during the unit or series of lessons. However, the candidate ineffectively communicates students' level of progress to colleagues, administrators or parents.	There is evidence the candidate keeps track of student work and performance during the unit or series of lessons. In addition, there is evidence that the candidate successfully communicates students' level of progress to colleagues, administrators or parents.

<b>Scoring Rubrics: <i>Entry 4 – Teaching Over Time</i></b>				
<i>Standards Principles</i>	<i>No Evidence</i>	<i>Emergent</i>	<i>Approaching Standards</i>	<i>Meets Standards</i>
<i>Standard V – Accountability: Principle 14</i>	There is no evidence that the candidate has the ability to self-assess his/her teaching overtime for the purpose of improving student learning and for setting goals for his/her professional growth.	There is evidence that the candidate’s attempts to self-assess his/her teaching overtime for the purpose of improving student learning, but there is no evidence that the candidate uses the information to set goals for his/her professional growth.	There is evidence of the candidate’s ability to self-assess his/her teaching overtime for the purpose of improving student learning, but there is no evidence that the candidate uses the information to set goals for his/her professional growth.	There is evidence of the candidate’s ability to self-assess his/her teaching overtime for the purpose of improving student learning and for setting goals for his/her professional growth.

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<b>Entry 5 – Collegueship and Advocacy</b>			
<b><i>Purpose:</i> For the licensure candidate to demonstrate the ability to work as a team member and to advocate for students and families.</b>			
<b><i>Standards/Principles Addressed</i></b>	<b><i>Essential Elements</i></b>	<b><i>Suggested Evidence/Documentation</i></b>	<b><i>Guiding Questions</i></b>
<p><i>Standard II – Professional Knowledge:</i> Principle 5</p> <p><i>Standard III – Collegueship:</i> Principle 10</p> <p><i>Standard IV – Advocacy:</i> Principles 11, 12, 13</p> <p><i>Standard V – Accountability:</i> Principle 14</p>	<p>- Description of context (These experiences can come from inside and outside the school (e.g., teaming within the school, camp counselor)</p> <p>- Documentation, description and analysis of working as a team member and/or advocate for students and families</p> <p>- Documentation, description and analysis of classes, workshops or other activities in substance abuse prevention, classroom management, or school violence</p> <p>- Reflection on the relationship among his/her roles as an educator, as an educational team member, and as an advocate for students and families</p>	<p>- Letters of support or verification forms from supervisors, cooperating teacher(s) principal(s), and/or outside agencies related to candidate's collegueship and/or advocacy activities</p> <p>- Examples of collaboration in the school, community, and/or professional organizations</p> <p>- Examples of involvement in activities related to advocating for students and families</p> <p>- Communication contact log, class/school newsletter</p> <p>- Proof of participation in classes, workshops, or other activities related to substance abuse prevention, classroom management, and/or school violence</p>	<ol style="list-style-type: none"> <li>1. What does the evidence suggest about the candidate's disposition and ability to work as a team member and to form professional relationships with colleagues within the school? (Principles 10, 11)</li> <li>2. What does the evidence suggest about the candidate's disposition and ability to establish collaborative relationships with students and parents/guardians or other outside agencies? (Principles 11, 12, 13)</li> <li>3. What evidence demonstrates the candidate's experience in advocating for students and families? (Principle 11)</li> <li>4. What evidence demonstrates that the candidate has gained knowledge and skills related to promoting positive social interaction and personal health and safety for students? (Principle 5)</li> <li>5. From completing this entry, what has the candidate learned about the relationship among his/her roles as an educator, team member, and advocate for students and families? (Principle 14)</li> </ol>

<b>Scoring Rubrics: <i>Entry 5 – Collegueship and Advocacy</i></b>				
<i>Standards Principles</i>	<i>No Evidence</i>	<i>Emerging Evidence</i>	<i>Approaching Evidence</i>	<i>Meets Standard</i>
<i>Standard II – Professional Knowledge:</i> Principle 5	There is no evidence that the candidate attempts to create a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is not aware of the need to protect students' personal health and safety.	There is evidence that the candidate attempts to create a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is not aware of the need to protect students' personal health and safety.	There is limited evidence the candidate creates a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is aware of the need to protect students' personal health and safety.	There is evidence the candidate creates a classroom climate in which students respect others and engage in positive social interactions directed at the goals of instruction. The candidate is aware of the need to protect students' personal health and safety.
<i>Standard III – Collegueship:</i> Principle 10  <i>Standard IV – Advocacy:</i> Principles 11, 12, 13	There is no evidence that the candidate establishes any collaborative relationships.	There is evidence that the candidate attempts to establish collaborative relationships that include <b>either</b> : a. working as a team member within school(s), or b. working outside the school with parents, agencies, and others in the community at large, or c. participating in professional development activities on substance abuse prevention, classroom management, or school violence.	There is some evidence that the candidate establishes collaborative relationships which include <b>either</b> : a. working as a team member within school(s), or b. working outside the school with parents, agencies, and others in the community at large, or, c. participating in professional development activities on substance abuse prevention, classroom management, or school violence.	There is evidence that the candidate establishes collaborative relationships which include <b>either</b> : a. working as a team member within school(s), or b. working outside the school with parents, agencies, and others in the community at large, or c. participating in professional development activities on substance abuse prevention, classroom management, or school violence.
<i>Standard V – Accountability:</i> Principle 14	There is no evidence that the candidate attempts to reflect on the relationships between his/her roles as an educator, team member, and advocate for students and families.	There is evidence that the candidate attempts to reflect on the relationships between his/her roles as an educator, and advocate for students and families.	There is limited evidence the candidate reflects on the relationships between his/her roles as an educator, team member, and advocate for students and families.	There is evidence the candidate reflects on the relationships between his/her roles as an educator, team member, and advocate for students and families.



<b>Entry 6 – Self-Reflection and Vision</b>			
<b>Purpose:</b> For the licensure candidate to demonstrate the ability to analyze and reflect upon his/her practice and plan for his/her evolution as an educator			
<b>Standards/Principles Addressed</b>	<b>Essential Elements</b>	<b>Suggested Evidence/Documentation</b>	<b>Guiding Questions</b>
<p><i>Standard I Learning</i> Principle 1</p> <p><i>Standard V – Accountability:</i> Principle 14</p>	<ul style="list-style-type: none"> <li>- Synthesis of portfolio entries identifying professional strengths and areas for growth</li> <li>- Reflection on one's practice that is based on data, theory and one's understanding of human development, and is connected to one's philosophy of teaching and learning</li> <li>- Vision for one's growth as an educator</li> <li>- Goals for strengthening one's content knowledge, pedagogy, and skills in the endorsement area(s)</li> </ul>	<ul style="list-style-type: none"> <li>- Reflective essay</li> <li>- Statement of professional goals</li> </ul>	<ol style="list-style-type: none"> <li>1. What professional strengths and areas for growth are identified by the candidate and supported by the evidence in his/her portfolio? (Principle 14)</li> <li>2. Does the candidate's support his/her conclusions with reference to theoretical constructs and an understanding of development? (Principle 1)</li> <li>3. How does the candidate connect his/her reflections on practice to his/her philosophy of teaching and learning? (Principle 1)</li> <li>4. Given the candidate's self-assessment, use of data, and reflection, are his/her goals for professional self-improvement reasonable? (Principle 14)</li> <li>5. What evidence exists regarding the candidate's disposition and ability to engage in reflection and improvement? (Principle 14)</li> </ol>

<b>Scoring Rubrics: <i>Entry 6 – Self-Reflection and Vision</i></b>				
<i>Standards Principles</i>	<i>No Evidence</i>	<i>Emerging Evidence</i>	<i>Approaching Evidence</i>	<i>Meets Standard</i>
<p><i>Standard I-Learning Principle 1</i></p> <p><i>Standard V – Accountability: Principle 14</i></p>	<p>There is no evidence that the candidate has attempted to identify professional strengths and areas for growth, or that he/she has set goals for improvement based on a self-assessment.</p>	<p>There is evidence that the candidate attempts to identify professional strengths and areas for growth, and to set goals for improvement based on this self-assessment including:</p> <ul style="list-style-type: none"> <li>a) reference to theoretical constructs and an understanding of human development</li> <li>b) connections between practice and philosophy of teaching and learning</li> <li>c) data to support self-assessment.</li> </ul>	<p>There is some evidence the candidate identifies professional strengths and areas for growth, and sets goals for improvement based on this self-assessment including:</p> <ul style="list-style-type: none"> <li>a) reference to theoretical constructs and an understanding of human development</li> <li>b) connections between practice and philosophy of teaching and learning</li> <li>c) data to support self-assessment.</li> </ul>	<p>There is evidence the candidate identifies professional strengths and areas for growth, and sets goals for improvement based on this self-assessment including:</p> <ul style="list-style-type: none"> <li>a) reference to theoretical constructs and an understanding of human development</li> <li>b) connections between practice and philosophy of teaching and learning</li> <li>c) data to support self-assessment.</li> </ul>